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**PRESBYTERIANS RAISING \$1,000,000 FOR
SCHOOLS IN NORTH CAROLINA**

ALL indications, according to press reports, point to success of the Presbyterians in this campaign for \$1,000,000 for the schools of the North Carolina Synod.

**MISCELLANEOUS NOTES AND
COMMENTS****AN EDUCATIONAL HOPE**

EDUCATION today is like the American race, a substance of things hoped for. When amalgamation and natural selection have done their perfect work there may live on this continent an American race or at least an American people composed of Americans enough alike to reveal characteristic ethnic marks. When the educational experiments now in process have been tried out and the infertile ones have been eliminated, and the fertile ones have blended, there will like enough appear in America a distinctive education.

The old breed of educated men is nearly extinct. The schools and the colleges that educated it are memories. The breed was never numerous and the education was rarely broad, but it had quality. Information was an element in it, but the thing itself, like the manners of a gentleman, was a bearing, an attitude, a reaction to life: it was a disciplined sense of life. That sense already was impaired when the attack upon the old curriculum began. To know what it once was one must be acquainted with elderly men in whom it survives, or must feel the beauty of it as it lives in the biographical page.

Discipline of the sense of life was obtained in part thru criticism of the values of life, and in part thru habits of study. Latin and Greek were sufficiently read to awaken reactions to Greek and Roman ideas. The tremendous things of Greek tragedy, the objectives of Greek and Roman politics, the sweep of Roman imperial ambition, made their impress, not always deep but always real, upon the minds of the college youth. Their grammatical knowledge may not have been accurate, their translations may have been awkward, their Greek and Latin composition may have been absurd, but they did not go forth from college in the untroubled conviction that nothing worth while had been done or thought or written before the invention of the prairie schooner. They were aware of noteworthy achievements of bygone

men with which to compare and by which to measure the product of their own endeavors. And their acquisitions, such as they were, and their intellectual reactions to the things that go with education: to books, to studious men, to the life that is shot thru with ideas, they had obtained by serious work. They went forth from college with the reading and the thinking habit.

In another way, too, the method and the substance of old time education developed the quality so characteristic of educated men of the old breed. The curriculum was narrow and it was rigid. And because it was both narrow and rigid it selected college students. It did not attract everybody. The youth that submitted themselves to it and profited by it were a kind. There were, if you please, an intellectual aristocracy. And because they were, they believed in standards and maintained them.

Yet that old education and the old breed were hopelessly inadequate to the compelling needs of a heterogeneous population sweeping across an undeveloped continent and trying an unexampled political experiment. How inadequate also they were to the spiritual needs of gifted men born into the turbulent newer life is poignantly shown in that remarkable confession, "The Education of Henry Adams." Scientific discovery had revolutionized both our notions of the universe and our methods of practical endeavor. Democracy was a fact confronting us, and no longer political theory. It had become necessary to fit the American to turn not only hopefully but also effectively to "the instant need of things."

In the nature of things so sweeping a revolution in education could be neither well planned nor systematically carried out. Like our national life in other phases, our educational life is turbulent, inconsistent, wasteful and often disappointing. Its outstanding characteristics are miscellaneousness and democracy. The older colleges have become universities, and new universities created out of hand jostle them. In each and all the tendency, if not the avowed aim, is to realize Ezra Cornell's dream of a place where anybody can be taught or at least can study anything. President Lowell announces that Harvard will provide instruction in any subject that is demanded by thirty persons. Within such catholicity there may even be hope for Latin and Greek!

It is not allowable to hope further that here and there, either within the shelter of an all-embracing and all-giving university, or in minor colleges in dreamy country towns, an intellectual offspring of the old breed of educated men may survive and per-

petuate the line? For, after all, that creed has served mankind. After all, standards have their value. The leadership of scholarship may yet have a function, even in democracy. And when we have taught everybody how to make a living it may yet be worth while from time to time to ask: What are the values of this life for which we toil and spin?—An Editorial by Franklin H. Giddings in *The Independent* of August 9, 1919.

SALARIES INCREASED IN MISSISSIPPI

THE following communication dated September 18th is sent by Dr. J. C. Fant, Professor of Secondary Education in the University of Mississippi.

"Probably you will be interested to learn that at a meeting of our state College Board in August college salaries in Mississippi were substantially increased.

"Full professors in this institution from now on will be paid \$3,600, an increase of over 40 per cent. At the Industrial Institute and College and at the A. & M. College substantial increases were made, averaging in each case about 30 per cent. Salaries were raised by the board of trustees of Millsaps College 33 $\frac{1}{3}$ per cent, and of Mississippi College 60 per cent. A raise of 50 per cent was made at the State Normal College.

"We have had a campaign on throughout the year in advocacy of larger revenues for schools and better pay for teachers. Substantial results have been achieved. The governor-elect in his platform committed himself to a liberal program of public education."

A HIGH SCHOOL PUPIL'S RATING OF COMMERCIAL GEOGRAPHY

HIGH school teachers would do well occasionally to find out, if they can, just what benefit their pupils *think* that are getting from the different subjects of the curriculum. The pupil's notion may not always square with the best pedagogic theory as to the value of a particular subject, but it is *his* notion and that after all is what counts in his educational progress.

In response to this question in Commercial Geography—"What benefit have you derived from this course?"—Miss Ethel Womble, a second year pupil in the Chapel Hill High School, gave the following answer:

"This course has caused me to be much more interested in the facts that make our country one of

the greatest in the world. I realized to some extent that the U. S. was the greatest country of the world, but I didn't know why. I don't know all by any means now; but my interest has been aroused so much that I gladly read the newspapers. I have found by this study that much can be learned by asking questions of the everyday folks we have seen all our lives. My father has been much interested in my asking him questions that I didn't suppose he ever thought of; but I find that his information of the general conditions of this country, as to commerce, manufacturing and farming, is much broader than I thought of. I have learned to use my eyes more. Before, I thought if nothing directly concerned me or my neighbor that there wasn't very much use of knowing anything about it. I find that certain facts about England—for instance, the cotton question—concern me much more than what my next-door neighbor is doing. In studying the U. S. in relation to other nations, I have felt pride for my country increasing with each lesson."

THE JUNIOR HIGH SCHOOL

THE Junior High School is not primarily an opportunity to begin the regular high school subjects earlier with the saving of time or the covering of a greater range of subjects as the dominant motive. Time may be saved, but this will come rather through applying the principle of homogeneity in the formation of classes and the opportunities here will be limited only by the necessary restrictions in the size and number of classes. Neither is the Junior High School simply an experiment in departmentalizing the upper grades of the grammar school. If it were either of these, the course of study problem would be simple indeed. But the Junior High School represents a conscious attempt, after the fundamentals in education which must be the common possession of all have been taught, to awaken special interests and abilities and to foster and to develop such interest and abilities just so far as it is consistent with the general educational welfare. It represents an intelligent and purposeful application of what the pupil has previously gained and an introduction of such new elements as type and special needs require. This means a range of facilities that is impracticable under ordinary grammar school conditions and it means a distinct course of study adapted to the characteristic work which differentiates the Junior High School from any other period of education."—From the "Introductory Statement," Provisional Course of Study for Junior High Schools, Rochester, N. Y.